

Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

Word Work
Frederick Douglass
By: Barbara Kramer
Grade Level: 4 / Guided Reading Level: Q

Instructional Focus:
Suffixes

Background:
When suffixes are added to a base word, it changes the meaning of the word.

Examples:

Base Words	Suffixes	New Words
Please		
Create		
Act		
Appear		
Courage		

Materials and Preparation:

- A copy of **Frederick Douglass** by Barbara Kramer
- Chart Paper
- Marker
- Sticky Notes
- Pencils
- Suffixes Hunt Card (1 sheet for each pair)
- Magazines, Newspapers, or Books
- Base Words and Suffixes Practice Page (1 page)
- Optional – Word Detective Extension Works
- Optional – Extend Engagement Activity (see Engagement in Step 2)

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Step 1: Introduce the Focus of Word Work

Introduce Suffixes

- Direct students' attention to the anchor chart.
- Review the definition and purpose of base words and suffixes.
- Prompt students to look at the base words in the first column and the suffixes in the second column.
- Next, have students identify how the word changed in the "New Word" column. Circle the base word and underline the suffix in each example. Be sure to point out that sometimes letters are dropped or added when using a suffix.
- Have students turn and talk with a partner to brainstorm more examples of words with suffixes. Add each example to the chart as you discuss.

Sample Anchor Chart

Base Words and Suffixes		
You can change the meaning of a base word by adding a suffix. Common suffixes: -ing, -ed, -ly, -es, -ing, -able, -ion		
Base Word	Suffix	New Word
A base word is the root word.	A suffix can be added to the end of the base word.	How has the base word changed?
Please	-ed	PLEASED
Create	-ion	CREATION
Hop	-ing	HOPPING

Step 2: Connect Word Work to Reading

Suffixes in the Text

- Explain to students that the book they are reading today will have many examples of words with suffixes.
- Give each student a sticky note and a pencil.
- Show students **page 5** of **Frederick Douglass**. Tell the students to listen carefully for words with suffixes and look at the page while they read. When they hear or see a word with a suffix, they should write it on the sticky note.
- After reading this page, students should be able to identify the words worked, escaped, and freed. Talk through each example and add it to the chart, circling the base word and underlining the suffix as you go.
- Read the remainder of the book. After each page, pause and instruct students to circle the base word and underline the suffix in the words they have identified. Add them to the chart as you go.

Step by Step Lesson Plan

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Step 2: Connect Word Work to Reading (continued)

Examples of Suffixes Found in the Text:

- worked
- lived
- escaped
- owner
- speaking
- expected
- freed
- excited
- owning
- wanted
- died
- teaching
- engraving
- education
- looked
- given

Extend Engagement

To extend this activity, explain to students that another way to modify a base word is by adding a prefix. Prefixes are added to the beginning of words to change the meaning. Challenge students to determine what each of these prefixes mean based on the context of the sentences provided.

Ant: Douglass was very much anti-slavery.

Re: Douglass reappeared in the United States in 1841 after living in England for a while.

Dis: Mr. Auld disapproved of Mrs. Auld teaching Douglass how to read.

Step 3: Guided Word Work Practice

Interactive Exploration

- Explain to students that they are now going to practice what they've learned by playing a game called **Suffix Hunt**.
- Divide students into pairs.
- Give each pair a **Suffix Hunt** card and a stack of magazines, newspaper, or books.
- Explain to students that their job is to hunt for an example of a word with each suffix on the hunt card. When they find a word, they should write it in the box, circle the base word, and underline the suffix. They should also record the source where they found the word.
- The pair who fills up their hunt card first wins!

List of words in the book that match the instructional focus

Optional Activity to Extend Engagement

Interactive Activity

Suffixes Hunt Interactive Activity

Directions:

- Find an example of a word with each of these suffixes and write the word in the box.
- Circle the base word and underline the suffix.
- Identify the source where you found the word (book title, magazine or newspaper name, etc.).

-lous/-ous Word:	-ment Word:	-ness Word:	-ship Word:	-able Word:
Source:	Source:	Source:	Source:	Source:
-ed Word:	-tion, -sion Word:	-s, -es Word:	-ing Word:	-er Word:
Source:	Source:	Source:	Source:	Source:
-est Word:	-ly Word:	-ful Word:	-like Word:	-y Word:
Source:	Source:	Source:	Source:	Source:

Extension Activity

Word Detective: Suffixes Extension Activity

Directions:
Be a word detective!
Be on the lookout for **suffixes** while you read. Write the word that you find along with the title of the book where you found the word, the page, and the sentence with the word or phrase.

Word	Book Title	Page	Sentence

Independent Practice Page

Base Word and Suffix Word Work Practice Page

Directions: In each of the following words, circle the base word and underline the suffix.

- Careful
- Courageous
- Happiness
- Likeable
- Singing

Directions: Look at the base words in parentheses in each of the sentences below. Complete each sentence by adding one of the suffixes from the Word Bank. Record the new word on the blank provided. Remember that the spelling of some words changes when a suffix is added.

Word Bank: -ly, -ful, -ing, -ness, -able

- Be careful! That glass vase is very (break) _____.
- The two girls were (walk) _____ down the street when they heard the ice cream truck.
- The boy was (thank) _____ for his teacher's help on the difficult math problem.
- The students showed (kind) _____ by making a card for their sick classmate.
- The dog chased the ball (happy) _____ through the backyard.